**Overview of Spanish/Cultural Studies/Information Technology**

**Term 3**

**2011**

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| SACSA | GRADE | WEEK | ACTIVITIES |
|  | 8/9 | 1 - 10 | Cultural Studies  Students will be completing a series of questions in relation to the text ‘Hitler’s Daughter’. The questions relate to the characters, setting, time etc. as well as issues which arise in the book. The book focuses on the issue of World War 2 and Adolf Hitler’s role in ruining the lives of not only Jewish people, but others not a part of the ‘Aryan’ race. The questions ask students to look at not only the information presented in the book, but also what they would do should they ever be put in similar situations e.g. ‘What would you do if you knew what your parents believed in was wrong?’.  Alternatively, students who are at a higher reading level or level of independency when working are encouraged to read a book which relates to a real world issue e.g. ‘Marrying Ameera’ investigates the issue of Arranged Marriages. Students then respond to a range of questions based on their text. |
|  | 4/5 | 1 - 10 | Information Technology  1 lesson will be spent creating and editing the children’s Spanish magazines through the use of Microsoft Office and other programs such as Macromedia Flash  The 2nd lesson will be part of an Integrated Project with Steph Martin. Students will create a PhotoStory about Streaky Bay to send to a school of Aboriginal Students (Steph is mentoring one of the teachers). Students will use the Digital Cameras to take photos and film. They will then edit their photos/videos. Once this is done they will import their work into Photostory and use features such as Crop, Rotate, Transition, Add Music, Animation etc. to tell the other school children about Streaky Bay. They will also be required to use text and voice over to explain the photos e.g. if students talk about the Wetlands they will talk about when it was established, why it was established etc.  Students will also create a series of questions to ask the other students about their school and community via video.  Students will also have quick 5 minutes each lesson to play Tux typing to improve their typing skills. |
|  | R /1  2/3  3/4 | 1 - 10 | Spanish  Students will focus on Food and Drink  Investigate the Food Pyramid in Spanish with a focus on each of the servings in order to keep healthy.  Identify and learn the vocabulary for common fruits, vegetables, grains, meat etc.  Use a range of resources to help with the learning of new words e.g. use of ‘Play Food’, set up a ‘Shop’, cut out pictures of catalogue  Go ‘Shopping’ using Spanish currency  Identify foods and drinks which are traditional to Spanish Speaking Countries  Identify foods and drinks that are used for special occasions e.g. Turron is only eaten in some parts of Spain at Christmas time.  Investigate menus and advertisements from common Restaurants e.g. McDonalds. Create own menu in Spanish.  Look at table settings and customs when eating in Spanish Speaking Countries versus our individual families.  Create a short play about customers in a restaurant e.g. use of language like ‘I would like . . . ‘  As an end of term treat, I will make ‘Churros’ (Spanish Donut) for the children with the help of an SSO as a Deep Fryer is required. |
|  | 4/5  6  7 | 1 - 10 | Spanish  Students will be creating a range of magazines in the Target Language (Spanish). Students will be paired with students listing 3 people that they think that they could work well with.  Look through a range of magazines in English and Spanish to brainstorm ideas.  Students will then decide the audience for their magazine and designate 5 pages each. Each page must have a minimum of 50 words for Year 4’s and increasing each year.  Students will have the opportunity to use online translation and the dictionaries to translate.  Students will look at the Magazine Text Type throughout this unit focussing on appropriate language, formatting, grammar and spelling.  Students will set up timelines to ensure that their work is edited in English and then Spanish. We hope to be able to produce the final magazine using the computer and print in colour. I will discuss with each group individual language and formatting requirements e.g. some children will choose to have a ‘Fast Fiction’ page whereas others will include ‘Advertisements’.  I will display common language features and vocabulary around the room to help the children with translation.  A real focus is on how similar the magazines for children/teens in Spain/South America are to that of Australian children/teens. Some children will also investigate similarities in music, sport etc. depending on the focus of their magazine. |